



School Grant Application & Guidance

Striving Readers Comprehensive Literacy (SRCL) Program Grant, Public Law No. 111- 117 CFDA 84.371C 2019-2021

(School Years 2019-20; 2020-2021)

Application Deadline: June 14, 2019

Contact Information:
Carmelia Becenti
Bureau of Indian Education
Division of Performance & Accountability
P.O. Box 3239
Shiprock, NM 87420
carmelia.becenti@bie.edu
505-368-3400

The purpose of the Striving Readers Comprehensive Literacy (SRCL) discretionary grant is to create a comprehensive literacy program to advance literacy skills — including pre-literacy skills, reading, and writing — for students from birth through grade 12, including limited-English-proficient students and students with disabilities. Furthermore, applying entities must partner with one and no more than two early childhood providers and coordinate program efforts from elementary through high school to sustain a continuous feeder program structure.

TABLE OF CONTENTS

General Information	1
General Requirements	2
Current Program Grantee Status	8
Application Information	9
Deadline	10
Scoring Weights	10
Criteria for Award	11
Review and Scoring Process.....	11
Appeal Process	12
Sub-grant Application Part I, II, III, IV	13
Application Checklist.....	14

GENERAL INFORMATION

WHAT IS THE STATUTORY AUTHORITY FOR THE PROGRAM?

The Striving Readers Comprehensive Literacy (SRCL) program is authorized as part of the FY 2010 Consolidated Appropriations Act (Pub. L. No. 111-117) under the Title I demonstration authority (Part E, Section 1502 of the Elementary and Secondary Education Act (ESEA)).

OVERVIEW

The Striving Readers Comprehensive Literacy (SRCL) initiative offers an opportunity for school professionals to work together in order to make a difference in the lives of Native children today. The possibilities for benefits to Native communities, now and into the future, are broad and exciting. The SRCL initiative extends the concepts of effective literacy instruction and accountability that were the focus of previous school improvement and literacy instruction initiatives and a framework of increased collaboration with parents and community. The SRCL goal is to increase the number of students who are well prepared for the workplace by addressing how all aspects of literacy development are met, from birth through high school.

The Bureau of Indian Education (BIE) schools continue to be challenged in moving students to proficiency or advanced levels in literacy or graduate from high school. Through the Striving Readers Comprehensive Literacy (SRCL) program, the Bureau of Indian Education will continue to move forward in addressing the literacy needs of our children, birth to grade 12. The purpose of the Literacy Plan under the SRCL initiative is to describe how the BIE will lead literacy instruction and provide support to the schools it serves.

The BIE has 187 elementary and secondary schools and dormitories. The schools are either operated by the Bureau of Indian Education (BIE) or tribally operated. BIE-operated schools are administered by oversight of the U.S. Department of the Interior. Under tribal control, each tribe and its respective schools are incorporated, and as such, operate under a system of sovereignty with a focus on the uniqueness of the tribal culture and language and a strong belief in and legal identification of self-determination. Though these schools are governed by separate entities, and up until now, directed by 23 different sets of state standards and assessments, the same organizational concepts still apply: instructional leadership, evidence-based best practices, adult learning, and accountability for results.

PROGRAM PURPOSE AND GOALS

The purpose of the Striving Readers Comprehensive Literacy (SRCL) discretionary grant is to create a comprehensive literacy program to advance literacy skills—including pre-literacy skills, reading, and writing—for students from birth through grade 12, including limited-English-proficient students and students with disabilities. Furthermore, applying entities must partner with one and no more than two early childhood providers and coordinate program efforts from elementary through high school to sustain a continuous feeder-program structure.

In order to increase readiness and success in the area of literacy development with the students' served by the BIE, the BIE's goals are to (1) engage families and communities to address the early language development needs of children to ensure success when transitioning from home to their schools; (2) improve coordination of services in tribal communities to ensure families have the support needed to address early language development needs of their children that will foster their success in schools; (3) strengthen transitions from primary education programs to grade 4 to ensure children can read to learn; (4) strengthen transitions from elementary and middle school to high school to address the language and literacy and the social and emotional learning needs of students to ensure their completion of high school to continue their success in post-school opportunities.

WHAT IS A COMPREHENSIVE LITERACY PROGRAM?

Comprehensive literacy instruction means instruction that

- Includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas;

- Includes age-appropriate, explicit, systematic, and intentional instruction in *phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension*;
- Includes age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff;
- Makes available and uses diverse, high-quality print materials, inclusive of digital print resources that reflect the reading and development levels, and interests, of children;
- Uses differentiated instructional approaches, including individual- and small-group instruction and discussion;
- Provides opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary;
- Includes frequent practice of reading, writing, speaking, listening, and viewing strategies;
- Uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child's learning needs, to inform instruction, and to monitor the child's progress and the effects of instruction;
 - Uses strategies to enhance children's motivation to read and write and children's engagement in self-directed learning;
- Incorporates the principles of universal design for learning;
- Depends on teachers' collaboration in planning, instruction, and assessing a child's progress and on continuous professional learning; and
- Links literacy instruction to the State's challenging academic standards, including standards relating to the ability to navigate, understand, and write about complex subject matters in print and digital formats.

WHO IS ELIGIBLE TO APPLY FOR THE GRANT?

Only Local Educational Agencies (LEA) will be eligible to apply for the Striving Readers Comprehensive Literacy Program. Within the Bureau of Indian Education (BIE), LEAs are schools that are BIE funded¹. BIE schools that are currently awarded a Striving Readers Comprehensive Literacy Program grant are not eligible to apply.

SUBGRANT OPTIONS

OPTION 1 (Grades Pre-K-3): Bureau of Indian Affairs Family and Child Education (FACE) sites may apply for SRCL funds to enhance transition services and literacy of Pre-K to Kindergarten and Kindergarten to primary grades 1 –3. Schools will use a developmentally appropriate measure to assess children's readiness for pre-school, Kindergarten, and 1-3 grades.

OPTION 2 (Grades 1-5): A consortium of schools may apply for SRCL funds to enhance transition services and literacy of grades 4-5. Schools will submit a local literacy plan inclusive of developmentally appropriate measures to assess children's readiness for 4 and 5 grades and includes advancing literacy for all students.

OPTION 3 (Grades 6-12): A consortium of schools may apply for SRCL funds to enhance transition services of grades Middle and High Schools (6-12) and promote literacy among these grade levels. Schools will submit a local literacy plan inclusive of developmentally appropriate measures to assess children's readiness for 6-12 grades and includes advancing literacy for all students.

OPTION 4 (grade spans not covered in options 2-3) above: A consortium of schools may apply for SRCL funds to enhance transition services of grade spans 4-8 and promote literacy amongst these grade levels. Schools will submit a local literacy plan inclusive of developmentally appropriate measures to assess children's readiness for 4-8 grades and includes advancing literacy for all students.

GENERAL REQUIREMENTS

All submitted applications must meet the minimum following requirements to be considered for review and rating. Sub-grantee applicants who fail to abide by the following requirements will be eliminated from award consideration.

¹ A BIE-funded school is defined as any school providing an academic program from kindergarten through twelfth grade which receives Indian School Equalization Program (ISEP) funds.

STATEMENT OF ASSURANCES

The project application must include a Statement of Assurances signed by an authorized school representative who is responsible for meeting all statutory and regulatory requirements for managing the grant. This representative is typically the ranking school administrator or designee.

BIE CONSOLIDATED SCHOOLWIDE APPLICATION

All grant recipients must submit reports into Native Star pursuant to the timeline provided by BIE. Additionally, grant information must be reflected in the schoolwide program application and budget. Subgrantee will select indicators of effective practice that align to the program activities and engage in tools determined by the BIE that will assist program implementation.

INTEGRATING COMPREHENSIVE LITERACY PROGRAMMING

Effective integration of the comprehensive literacy program within the regular school day requires that there be a dedicated effort and strong intention to achieve ongoing communication and articulation of expectations between teachers, instructional coaches, and administrators. Collaborative efforts may include but are not limited to combining meeting or training opportunities, identifying preferred methods of instructional delivery, monthly meetings with school leadership and literacy department teams, and active participation of school staff in planning, implementation, and evaluation of grant-funded activities.

MEASURES OF EFFECTIVENESS

The measure of effectiveness that are required to meet the grant expectations for options 1-4 are as follows: local literacy plan, periodic evaluation of results, and continuous improvement efforts.

Local Literacy Plan-Submission of a local literacy plan that (1) is informed by a comprehensive needs assessment and that is aligned with the BIE's (state) comprehensive literacy plan; (2) provides for professional development; (3) includes interventions and practices that are supported by moderate evidence or strong evidence, where evidence is applicable and available; and (4) includes a plan to track children's outcomes consistent with all applicable privacy requirements.

BIE's Eight Elements of Comprehensive Literacy

- The integration of the **five components** (phonological awareness, phonics, reading fluency, vocabulary, and reading comprehension) of reading informs BIE's literacy initiative.
- **Early learning experiences** support literacy development in young children.
- Research-based instructional approaches **fostering communication skills, including oral and written language**, promote access, opportunity and academic achievement.
- **Purposeful, direct, explicit and systematic instruction** is valuable for continuous literacy achievement.
- Student learning and motivation are enhanced by a connection to **cultural experience and personal relevance**.
- Valid and reliable **student literacy achievement data** support grantees and constituents in measuring success of initiatives.
- Collaboration among **education professionals and family and community** members is essential to improved student literacy achievement.
- All students benefit from literacy instruction provided within a **multi-tiered system of support** that provides students instruction that is needs-based, intensive and of sufficient duration to accelerate learning.

Upon award, the program shall undergo a **PERIODIC EVALUATION** to assess the program's progress toward achieving the goal of the Striving Reader's Comprehensive Literacy grant. The results of evaluations shall be used to refine, improve, and strengthen the program or activity, and to refine the performance measures; made available to the public upon request, with public notice of such availability provided; and used by the BIE to determine the continuation of the subgrant. Also, all grantees will submit an Evaluation Report at the end of the cohort grant cycle.

Continuous Program Improvement-The results of monitoring and evaluations and other administrative data to inform the program's continuous improvement and decision making will be made available upon request of the BIE.

Additionally, educators, families, and other key stakeholders must receive the results of the evaluations conducted on the effectiveness of the program in a timely fashion, consistent with all applicable federal, state, and other privacy requirements.

PROGRAM EFFECTIVENESS

Programs, curriculum, and initiatives funded through the SRCL grant must be supported by moderate or strong evidence of effectiveness and documentation of effectiveness must be included within the application.

- **Moderate Evidence of Effectiveness:** To be supported by moderate evidence, there must be at least one well-designed and well-implemented quasi-experimental study on the intervention. The study must meet What Works Clearinghouse Evidence Standards, with reservations or is of the equivalent quality for making causal inferences. Additionally, to provide moderate evidence, the study should:
 - Show a statistically significant and positive effect of the intervention on a student outcome;
 - Not be overridden by statistically significant and negative evidence on that intervention from other findings in studies;
 - Have a large sample and multi-site sample size (100+); and
 - Have a sample that overlaps with populations (types of students served OR settings (e.g. rural, urban) proposed to receive the intervention
- **Strong Evidence of Effectiveness:** To be supported by strong evidence, there must be at least one well-designed and well-implemented experimental study (e.g. randomized control trial) on the intervention. The study must meet What Works Clearinghouse Evidence Standards, without reservations or is of the equivalent quality for making causal inferences. Additionally, to provide strong evidence, the study should:
 - Show a statistically significant and positive effect of the intervention on a student outcome;
 - Not be overridden by statistically significant and negative evidence on the same intervention in other studies that meet What Works Clearinghouse Evidence Standards with or without reservations or are the equivalent quality of making causal inferences;
 - Have a large sample and multi-site sample (100+)
 - Have a sample that overlaps with the populations AND settings

Resources for identifying programs that meet moderate or strong evidence of effectiveness include, but are not limited to:

- What Works Clearinghouse: <https://ies.ed.gov/ncee/wwc/FWW>
- Best Evidence: <http://bestevidence.org>
- ESSA: www.evidenceforessa.org

Upon award, the program shall undergo a **PERIODIC EVALUATION** to assess the program's progress toward achieving the goal of providing high-quality literacy programming for academic success. The results of evaluations shall be used to refine, improve, and strengthen the program or activity, and to refine the performance measures; made available to the public upon request, with public notice of such availability provided; and used by the BIE to determine the continuation of the subgrant. Also, all grantees will submit an Evaluation Report at the end of the cohort grant cycle.

GOVERNMENT PERFORMANCE AND RESULTS ACT OF 1993

The Government Performance and Results Act of 1993 (GPRA) requires all federal agencies to manage their activities with attention to the consequences of those activities.

The BIE will submit information on the following government Performance and Results Act of 1993 (GPRA) performance measures for the Striving Readers Comprehensive Literacy grant:

- (a) The percentage of participating 4-year old children who achieve significant gains in oral language skills;
- (b) The percentage of participating 5th grade students who meet or exceed proficiency on State English language arts assessments (section 111(b)(3) of ESSA;
- (c) The percentage of participating 8th grade students who meet or exceed proficiency on State English language arts assessments (section 111(b)(3) of ESSA;

- (d) The percentage of participating high school students who meet or exceed proficiency on State English language arts assessments (section 111(b)(3) of ESSA.

These measures will include data disaggregated for disadvantage students, including limited-English-proficient students and students with disabilities.

AUTHORIZED ACTIVITIES

Each eligible applicant that receives a grant award may use the funds to carry out a broad array of high quality before-school, during, and after-school activities (or activities during other times when school is not in session) that complement the regular academic program of students and advance student achievement. Grantees are limited to providing activities within the following list and are encouraged to implement a combination of these evidence-based literacy activities to ensure a **comprehensive, quality program**:

Activity	Description
Out-of-School Time	Quality before and/or after school programs focus on emerging foundational literacy skills and on-going speaking, listening, writing, and reading skill development.
Double Dosing	Double dosing provides additional time during the school day for targeted literacy intervention with a certified teacher.
Summer School	Summer programs extend the school year into the summer months and provide enriching opportunities to foster a love of reading and develop speaking, listening, and writing skills.
Tutoring	Quality adult tutors receive professional learning in foundational literacy skills and content standards for English Language Arts and provide additional support for struggling readers.
Instructional Coaches	Instructional coaches support staff, identify leadership needs, and facilitate decision-making about instruction with a goal to increase educator instructional expertise and to effectively impact literacy outcomes for students struggling to meet the English Language Arts standards.
Literacy Interventionists	Literacy interventionists provide students with instructional and foundational literacy skills. They have depth of knowledge and training in literacy and are adept at identifying students at-risk of not meeting literacy benchmarks.
Professional Learning Communities (PLC)	A PLC is a group of teachers, administrators, coaches and school staff that meets on a regular basis with the goal of collaboratively improving practices in the classroom and school in order to support literacy outcomes for all students, especially those students who have not yet met the English Language Arts content standards.
Targeted Professional Development	Evidence-based practices focus on improving teaching practices in a particular content area and/or a particular grade level in order to meet student needs. They must be aligned to the Standards for Professional Learning which include Professional Learning Communities; leadership training; prioritizing, monitoring, and coordinating resources; using data to plan, assess, and evaluate professional learning; integrating theory, research, and models of learning; applying research on change and sustaining support for implementation of professional learning for long-term change; and aligning its outcomes with educator performance and student curriculum standards.
Parent/Community Engagement	Families, community members, and educators come together as equal partners to engage in decision-making processes.
Evidence-based Learning Materials	Schools may purchase evidence-based literacy materials for students from birth through grade 12 that are aligned to content Standards for English Language Arts and will create well-structured curricula and instructional approaches for particular grade levels of students.

ACADEMIC PROGRESS

All grant recipients must track the academic progress for all students receiving program funded services through progress monitoring such as Achieve 3000, Galileo, Northwest Evaluation Association (NWEA), or similar tools. The school agrees to share program student data with the BIE in order to document the progress of the students served by program funds using non-identifying methodologies.

COLLABORATION AND PARTNERSHIP

The grant contains several provisions to emphasize the need for collaboration within communities. Partnerships may be in the form of a formalized consortium, or through more informal agreements between the grant recipient and other community-based partners such as literacy programs, public libraries, colleges, universities, tribal agencies or other youth serving organizations.

By bringing together community organizations with schools, SRCL grantees can take advantage of multiple resources in the community. SRCL grant recipients can offer residents in the community an opportunity to volunteer their time and their expertise to help students achieve academic standards and master new skills in the area of literacy.

Letter of Support/Memoranda of Understanding. Applicants will need to obtain Letters of Support (LOS) or Memoranda of Understanding (MOU) from partners listed above to document their participation in the proposed program. LOS typically indicates the strength of commitment to the program's goals and activities in a general way, while MOU typically document the specific services that will be provided by the partner. These will include the following:

- Memoranda of Understanding from each Community Partner, indicating their participation in the planning of the program, the services they agree to provide, the amount and duration of those services.
- Letters of Support from the Official Tribal Grant, Contract School or Dormitory Official for BIE-funded schools stating full compliance, support and financial integrity with the BIE's SRCL subgrant application requirements and all subsequent requirements issued in a grant award. BIE-Operated schools will need Letters of Support from respective Education Program Administrators.
- Letters of Support from Community Members: The BIE's SRCL grant encourages involvement of community members in literacy activities. This promotes engagement in civic activities and community life. With the program's emphasis on advancing literacy skills for students from birth through grade 12, service-learning activities and community activities are strongly preferred. Such letters can be in a petition format, with multiple names on one sheet. Schools can present LOS signed by community supporters, such as tribal elders, parents, or school staff. Off-reservation boarding schools/residential programs can include LOS from community organizations such as public schools, social service agencies or other non-profit groups.

SCHOOL SAFETY RESOURCES

To ensure that the program takes place in a safe and easily accessible facility, cite all student safety policies, procedures and requirements that ensure a safe and secure learning environment. Student safety policies, procedures and requirements must also include description of how students participating in the program carried out by the outreach to implement literacy-based service-learning projects will travel safely to and from school.

STUDENTS WITH DISABILITIES

As recipients of Federal funds, subgrantees must comply with federal and state civil rights law, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act. This means that applicants must have in place a policy of inclusion and equity with planned strategies to remove or limit any barriers to students with special needs participating in the SRCL funded programs.

SERVICES TO ADULTS

Local SRCL programs may offer services to support parental involvement and family literacy to advance the students' academic achievement. Activities targeting adult family members may take place during regular school hours or afterschool, as these times may be the most suitable for serving this population.

PROJECT COORDINATOR

An applicant must include a project coordinator that will work to manage the SRCL grant. This individual will serve as the primary point of contact for the Bureau of Indian Education for information dissemination and coordination of required activities such as reporting, monitoring and evaluation. The Project Coordinator should be someone other than the school administrator. The coordinator should have knowledge of and oversee all aspects of the grant to include:

- Budget management, review, and accountability
- Compliance with Uniform Grant Guidance
- Managing continuous quality improvement activities (program quality assessments and action planning school year and summer)
- Submitting all required reports
- Attend the required annual meeting/training and an initial orientation
- Participate in BIE-sponsored professional development as part of continuous improvement and program quality work

Initiating and managing a discretionary grant program is labor intensive. Organizations with currently existing programs should plan and budget administrative tasks carefully based on the signed assurances and the requirements outlined in this project guide.

PROGRAM ACCOUNTABILITY-RISK-BASED MONITORING- Grantees are required to submit information and reports requested by the Bureau of Indian Education. Grantees are responsible for creating and maintaining all necessary documentation related to programmatic and fiscal grant management.

The BIE reserves the right to review and revise reporting and monitoring elements during the duration of the SRCL grant with the purpose of creating a more effective system. Evaluation requirements may change to ensure quality data collection as well as program quality and compliance. The results of annual evaluations and monitoring reports will be made available to the general public in compliance with FERPA.

SATISFACTORY PROGRESS- The Bureau of Indian Education will evaluate satisfactory progress based on the following:

- Demonstrated progress, both qualitative and quantitative, toward project outcomes
- Evidence of alignment of SRCL program activities to the core academic program and student needs
- Evidence of student success and improvement over time using multiple measures

CONTINUATION FUNDING REQUIREMENTS/GRANT MODIFICATIONS- Each school year, sub-grantees will be required to submit an Annual Continuation Document to your designated BIE-DPA SRCL Point of Contact (POC) in order to set up the budget for the next year and make any programming modifications related to continuous quality improvement. Such modifications must be submitted to your designated BIE DPA SRCL POC for review and approval prior to implementing the change. The continuation of funds will be reviewed for consistency with the original grant and will require BIE DPA review.

TIMELY USE OF FUNDS AND CARRYOVER GUIDELINES- All project funds must be spent according to the approved project proposal in order to be considered for the following year's funding. A school that receives a SRCL grant may use the funds for allowable costs only during the grant award period. **Carryover of program funds is highly discouraged.** Program funds that were not expended may be carried over to the following year of the subgrant award period. However, a subgrantee may not carryover more than five percent of the original grant award amount. If a subgrantee expends less than 95% of the original grant award amount, then this could be an indication of a problem in the administration of the program. Should it be determined that a subgrantee has a significant amount of carryover, BIE may choose to reduce the subgrantee's amount of award in the new grant cycle year.

The budget should reflect expenditures during the period of availability.

FISCAL MONITORING- Fiscal review and monitoring (periodic submittal of itemized financial records and documents for review) will be implemented by the BIE as part of the overall risk analysis and monitoring system.

REPORTING REQUIREMENTS- Details regarding the reporting requirements will be provided after awards have been made.

- School Site Location Summary
- Participant Attendance
- Lesson Plans
- Student Achievement Data
- Local Literacy Plan
- Detailed Budget Expenditure Reports
- Program Evaluation
- BIE Consolidated School Wide Application (Comprehensive Needs Assessment, Schoolwide Program Plan, SMART Goals, signed Assurances, and Schoolwide Budget)
- Indicators of Indistar Effective Practices aligned to your SRCL program goals

CURRENT PROGRAM GRANTEE STATUS

BIE has awarded 13 schools under the OPTION 1 (Grades Pre-K-2) grant selection in July 2018. Nine schools are Tribally Controlled, which includes the following: Blackwater Community School, Pine Hill Schools, Enemy Swim Day School, Hannahville Indian School, Lac Courte Oreilles Ojibwa School, Oneida Nation Elementary School, American Horse School, Little Wound School, and Chief Leschi School. Four schools are Bureau Operated, which includes the following: Pine Ridge School, Baca/Dlo'ay Azhi Community School, T'iis Ts'ozí Bi'Olta' (Crownpoint) and T'iis Nazbas Community School.

The current 13 schools are Family and Child Education (FACE) sites, which use the SRCL funds to enhance the transition services and literacy of Pre-K to Kindergarten and Kindergarten to primary grades 1 –2. These schools will continue to implement developmentally appropriate measures to assess children's readiness for pre-school, Kindergarten, and 1-2 grades.

APPLICATION INFORMATION

TIMELINE

Grant application released..... April 11, 2019
Application technical assistance webinar April 23, 25, 2019
Application due date..... June 14, 2019
USPS – postmarked June 14, 2019
Electronic submission due by 11:59 PM - MDT
Awards announced no later than..... July 31, 2019
Awards begin..... August 1, 2019
Awards Recipient Training..... August 2019

Grant award period – July 1, 2019 through June 30, 2021 with yearly grant continuation award notices.

	Start Date	End Date
Initial Award (Year 1)	July 1, 2019	June 30, 2020
Year 2	July 1, 2020	June 30, 2021

DISTRIBUTION OF FUNDS

The project will be awarded for 2 consecutive school years. Funds will be distributed based on (1) availability of funds; (2) satisfactory program accomplishments; and (3) timely submission of required reports.

AWARD DETERMINATION

Applicants are allowed to request funds based on the Average Daily Membership (ADM). The following is the maximum award amounts based on ADM:

ADM	Maximum Request*
Option #1	\$30,000 (Filled)
Option #2	\$30,000
Option #3	\$30,000
Option #4	\$30,000

To maximize the statewide impact, the BIE reserves the right to reduce or eliminate award amounts for the following reasons, but not limited to

- A school may be awarded a minimum of \$20,000.00
- Contingent upon continued funding from U.S. Department of Education
- Year-to-year funding will be based on meeting program goals and objectives through measurable outcomes concerning student achievement, participation, and family engagement

The BIE reserves the right to impose Specific Conditions, as applicable, in accordance with 2 CFR 200.207 and to terminate the award, as applicable, under the provisions of 2 CFR 200.339. Also, the BIE reserves the right to determine the total award amount a school will receive.

Deadline

The school (see eligibility requirement on page 1) will submit **ONE** completed application and the application must be received on or before **June 14, 2019** by the Division of Performance and Accountability (DPA).

The two methods to submit your application are 1) USPS Mail or 2) Electronically by 11:59 PM (MDT). Hand-delivered applications are discouraged. Faxed applications will not be accepted.

- 1) USPS Mail: You can mail your application via U.S. Postal Service in time delivery on or before June 14, 2019 or via private express mail service, e.g. UPS or Federal Express to guarantee delivery on or before June 14, 2019. Address your application package to the attention of

Striving Readers Comprehensive Literacy Program (SRCL) State Coordinator
ATTN: Carmelia Becenti
Bureau of Indian Education
Division of Performance & Accountability
P.O. Box 3239
Shiprock, NM 87420

- 2) Electronic submission: You may also submit your application electronically in Adobe Acrobat PDF format to the email below

Email: SRCLDiscretionaryGrant@bie.edu

If the application is approved, funds will be distributed by July 31, 2019. The application will not be returned, but copies will be made available upon request. **Please keep a copy of your application on file.**

Scoring Weights

- The maximum possible points an application can receive is 100 points.
 - ✓ Application Format/Organization 5 points
 - ✓ Part I – School Information No Points Assigned
 - ✓ Part II – Statement of Assurances No Points Assigned
 - ✓ Part III – Project Application 75 points
 - ✓ Part IV - Budget Spreadsheet (with written justification) 20 points
- Applications that are not submitted in the required format specified on p. 10 of this Grant Application and Guidance package and non-submission of any of the four parts required will not be reviewed and automatically disqualified.

Criteria for Award

CATEGORY	POINTS
Application Format/Organization 5 Pts. <ol style="list-style-type: none"> 1. Application should be typed or printed, single-spaced on white 8 ½" x 11" paper using a font no smaller than 11 point Times New Roman or similar. If printed and mailed, documents must be single sided. 2. All pages should be organized according to the format provided in this document. Each attachment must reference the section to which it corresponds. 3. Applicants are asked to provide a response to each section listed in the application utilizing the space provided in the application which is included in this document. <u>The proposal is limited to a maximum total of 20 pages which includes statement of assurances.</u> Pages provided beyond the aforementioned maximum amount will not be considered during evaluation. 4. Submissions should only include parts 1-4 of the application. 	5
Part I - School Information This section will include important school information and signatures from the School Administrator and School Board President.	---
Part II - Statement of Assurances	---
Part III - Project Application: This section should address the areas A-F listed below in clear concise detail. <ol style="list-style-type: none"> A. Program Abstract (5 Pts.) B. Statement of Need (10 Pts.) C. Program Goals (10 Pts.) D. Program Design (30 Pts.) E. Program Evaluation (10 Pts.) F. Sustainability (10 Pts.) TOTAL POINTS	75
Part IV - Budget Narrative/Spreadsheet <ol style="list-style-type: none"> A. Budget Spreadsheet (with written justification) (20 Pts.) TOTAL POINTS	20
TOTAL POSSIBLE POINTS	100

Review and Scoring Process

APPLICATION REVIEW PROCESS

All applications submitted will be scored. The Bureau of Indian Education staff will only review applications submitted for accuracy and eligibility. All applications will be rated according to the following factors:

1. BIE will identify and assign personnel experienced in literacy programming to review all applications.
2. Each reviewer will rate and score each submitted application pursuant to the criteria described above.
3. Upon completion of all individual reviews, all reviewer ratings will be tabulated, and an average score calculated for each non-disqualified application. However, in instances where large discrepancies exist between individual reviewer scores, a meeting of all reviewers will be held and a second, final score shall be calculated with through the consensus of all reviewers.
4. The BIE Striving Readers Literacy Grant DPA Point of Contact and/or State Coordinator will make final funding award determinations based upon:
 - A review the average scores submitted by the reviewers, with applicants ranked from highest score to lowest score.
 - Available funding levels, with each sub-grantee awarded an amount, with each sub-grantee receiving a proportion of funding based upon the number of eligible students identified in the application.

The BIE Striving Readers Literacy Grant DPA Point of Contact and/or State Coordinator will make final funding award determinations based upon:

- A review of the average scores submitted by the reviewers, with applicants ranked from highest score to lowest score.
- Number of students and families to be served.
- Availability of Funds

NOTIFICATION OF FUNDING DECISION

All applicants will be informed of the final funding decisions through email on or before July 31, 2019.

REJECTION OF PROPOSALS

The Bureau of Indian Education reserves the right to reject any application if it does not adhere to eligibility criteria, funding specifications, application preparation instructions, or submission deadlines. If the applicant alleges that the Bureau of Indian Education has violated a federal statute or regulation through the rejection or disapproval of an application, they may request to appeal this decision (See Appeal Process on this page).

REPLICATING ANOTHER STRIVING READERS COMPREHENSIVE LITERACY GRANT APPLICATION

If the discovery of replicating another Striving Readers Comprehensive Literacy grant is made known or brought to the attention of officials at the Bureau of Indian Education during the grant competition, at the discretion of the BIE, the BIE has the right to remove the grant application from consideration because of the occurrence of cause. This includes duplication of previously-funded grant proposals that are repurposed for the current competition.

ADDITIONAL INFORMATION REQUEST

BIE staff is available for limited phone consultation with potential Striving Readers Comprehensive Literacy grant applicants. Due to the limited amount of staff time available, the BIE requests that applicants first utilize the technical assistance session and written/electronic resources prior to contacting the BIE. Specifically, the BIE can provide general assistance such as answering questions about program requirements and clarifying application instructions. To remain impartial in the grant process, BIE staff cannot recommend a particular program focus or develop program objectives or assist in developing local partners for applicants.

Appeal Process

Appeals will be considered from applicants who are dissatisfied with their application's final score; however, the award amounts are final and may not be appealed.

The applicant can appeal their final application score within 10 calendar days of receiving official notification of their application funding status. The request must be submitted in writing to the DPA Point of Contact and/or State Coordinator (contact information provided on Page 10) and must provide specific factual information on the reason for appealing their final score.

The BIE Division of Performance & Accountability (DPA) will review the appeal by convening an internal review team that will consider the merits of the appeal and make the final determination of whether the appeal is approved or denied. The findings of the review team will be shared with the applicant within 30 days of the request for appeal. The BIE DPA office will then make any necessary determinations based upon the review team's decision subject to 1) the availability of funds and 2) the school's risk assessment.

**SUB-GRANT APPLICATION
PART I, II, III, IV**

Application Checklist

The application MUST include ALL required components and forms in the order listed. An application missing any required components and/or forms will not be reviewed.

Part I:

- ☐ School Information

Part II:

- ☐ Statement of Assurances

Part III:

- ☐ Section A – Program Abstract (Narrative)
- ☐ Section B – Statement of Need (Narrative)
- ☐ Section C – Program Goals (Narrative)
- ☐ Section D – Program Design (Narrative)
- ☐ Section E – Program Evaluation (Narrative)
- ☐ Section F – Sustainability Plan (Narrative)

Part IV:

- ☐ Budget Spreadsheet/Narrative (with written justification)

Appendices:

- ☐ Letters of Support/Memoranda of Understanding
- ☐ Striving Readers Comprehensive Literacy Grant Coordinator Position Description

Application Format/Organization

- ☐ Application should be typed or printed, single-spaced on white 8 ½" x 11" paper using a font no smaller than 11 point Times New Roman or similar. If printed and mailed, documents must be single sided.
- ☐ All pages should be organized according to the format provided in this document. Each attachment must reference the section to which it corresponds.
- ☐ Applicants are asked to provide a response to each section listed in the application utilizing the space provided in the application which is included in this document. **The proposal is limited to a maximum total of 20 pages, which includes the statement of assurances.** Pages provided beyond the aforementioned maximum amount will not be considered during evaluation.
- ☐ Submissions should only include Parts I-IV of the application and the appendices.

NOTE: Identifiable information is not to be included on the subgrant application.



Striving Readers Comprehensive Literacy (SRCL) Program Application

Part I – School Information

School Name		
Mailing Address		
City	State	Zip Code
Name of Authorized School Representative	Title	Telephone Number
Email Address		FAX
Signature		Date
Name of Project Coordinator (if different than the Authorized Representative)		Title
Email Address		Telephone Number
Signature		Date
School Board President Signature		Date
ERC Education Program Administrator Signature		Date

ERC area to be served	
Project Period August 1, 2019 – June 30, 2021	Total Yearly Amount Requested

Part II – Statement of Assurances

School Name:

1. By acknowledging and signing this assurance, the school community recipient of U.S. Department of Education Striving Readers Comprehensive Literacy (SRCL) federal funds indicate that they have received the award notification and acknowledge that the literacy program is in compliance with the SRCL assurances as outlined in this initial grant application, as well as those listed below.
2. Completion of this acknowledgement also recognizes the understanding that the SRCL subgrantee is bound by this original grant application.
3. Completion of this acknowledgement also recognizes the understanding that the SRCL subgrantee will comply with all reporting requirements in a timely manner to the Bureau of Indian Education for the Every Student Succeeds Act Federal accountability purposes and submit reports into the Native Star dashboard.
4. All grant recipients must track the academic progress for all students receiving program funded services through progress monitoring such as Northwest Evaluation Association (NWEA), Achieve 3000, Galileo, or similar tools. The school agrees to share student program data with the BIE in order to document the progress of the students served by program funds using non-identifying methodologies.
5. Upon request, SRCL recipients must also be able to demonstrate the following:
 - Program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
 - Proper fiscal responsibility to include evidence of how the school's literacy program/s are funded, as well as access to any books, documents, papers, and records pertinent to the grant.
 - Affirmation that the SRCL funds are used to supplement existing funds, not replace (supplant) funds that have been appropriated for the same purpose.
 - Active collaboration and coordination efforts with the local schools, parents, libraries, colleges/universities, and community. Document agreements with partners for in-kind services in writing with a Memorandum of Understanding or letters of support and ensure that partners will be available for any audits, monitoring, or on-site visits.
 - Evidence that programming and transportation needs are safe and accessible.
 - Establishment of educational literacy activities that are targeted to student needs and aligned to the core school day instruction and positive youth development, as well as an intentional aim to meet established performance measures.
 - Adherence to the goals, objectives, and outcomes of the grant application and overall BIE SRCL program.
 - An assurance that stakeholders will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
 - Use of evidenced-based strategies to meet measurable objectives.
 - Use of the Measures of Effectiveness in implementing, improving, and evaluating the program locally.
 - Cooperate in carrying out all evaluations of the literacy program conducted by the Bureau of Indian Education (BIE), the U.S. Department of Education, or other Federal officials.
 - Make reports to BIE as may be necessary to enable the BIE to perform its duties and maintain such records, provide such information to the BIE, and afford such access to the records as the BIE may find necessary to carry out the BIE's duties.
 - Program will expend all awarded funds within the program period, July 1st through June 30th.
 - Compliance with Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving Federal financial assistance.
 - Compliance with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in any education program or activity receiving Federal financial assistance.
 - Compliance with Section 504 of the Rehabilitation Act of 1975, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in any program or activity receiving Federal financial assistance.

If any of the assurances outlined above or within the program operations are not in compliance, please attach an accompanying explanation. SRCL funding is contingent upon the availability of future congressional appropriations, approval of a yearly continuation application, and compliance with grant guidelines.

Signature of School Board President:	Print Name:	Date:
Signature of School Administrator:	Print Name:	Date:

Part III – Project Application (75 Points total)

A. Program Abstract (5 Points) – Review your school wide Comprehensive Needs Assessment (CNA), schoolwide plan, and SMART goals to identify literacy gaps and needs that can be addressed by implementing a comprehensive literacy program (inclusive of the BIE’s eight elements of comprehensive literacy on page three of this document) for your school. Include in your abstract, the rationale for the identified comprehensive literacy strategies that will be used to accelerate improvement in each of the literary practices and how the proposed literacy strategies will be different than previous school improvement efforts.

(20,000 Characters)

B. Statement of Need (10 Points) – Use your school wide comprehensive needs assessment, schoolwide plan, and SMART goals to identify gaps and needs that can be targeted using the SRCL program. In the space provided below, summarize your needs assessment data (demographic, academic, perception, program) that includes a theory of action focused on promoting student achievement and building the school’s capacity to sustain the literacy improvement efforts beyond the SRCL grant funds and timelines. When completing the statement of need, please keep in mind the SRCL purpose, goals, and project objectives.

The goals of the SRCL grant are to:

- Engage families and communities to address the early language development needs of children to ensure success when transitioning from home to their schools;
- Improve coordination of services in Tribal communities to ensure families have the support needed to address early language development needs of the children that will foster their success in schools;
- Strengthen transitions from primary education programs to grade 4 to ensure children can read to learn; and
- Strengthen transitions from elementary and middle to high school to address the language and literacy and social and emotional learning needs of students to ensure their completion of high school to continue their success in post-school opportunities.

The SRCL Project Objectives are to:

1. Increase family and community engagement to address the early language and literacy development needs.
2. Increase collaboration and coordination of services in Tribal Communities to promote support to families to address language and literacy development.
3. Increase transition activities in primary grades which will support language and literacy.
4. Increase transition activities in middle to high school to support language and literacy and promote post-school outcomes.

(20,000 Characters)

C. Program Goals (10 Points) - The Striving Readers Comprehensive Literacy program is expected to engage in a continuous improvement process that involves collecting and analyzing data, and using the results of the data to refine, improve, and strengthen the school's literacy program. In this section, applicants will develop local program goals that align to the SRCL program's purpose, goals, and project objectives.

In the tables below, list local goals, expected outcomes, and data sources for each of the SRCL Project objectives. **Local goals** should consist of the program's specific focus area(s) and should reflect the specific needs of targeted students. **Expected outcomes** should reflect the impact the program hopes to have on participants and should be measurable. **Data sources** refer to the specific types of evidence the program will collect to measure progress toward goals and outcomes. Data sources may include standardized instruments, locally-developed formative/summative assessments, benchmark assessments, walk-throughs, standards aligned curricula and lesson plans, school master schedules, surveys, or other tools.

Striving Readers Comprehensive Literacy Grant Project Objective #1: Increase family and community engagement to address the early language and literacy development needs (for option 2).

Local Goal(s):
Expected Outcome(s):
Data Source(s):

Striving Readers Comprehensive Literacy Project Objective #2: Increase collaboration and coordination of services in Tribal Communities to promote support to families to address language and literacy development (for options 2-4).

Local Goal(s):
Expected Outcome(s):
Data Source(s):

Striving Readers Comprehensive Literacy Project Objective #3: Increase transition activities in primary grades which will support language and literacy (for options 2, 4).

Local Goal(s):
Expected Outcome(s):
Data Source(s):

Striving Readers Comprehensive Literacy Project Objective #4: Increase transition activities in middle to high school to support language and literacy and promote post-school outcomes (for options 2-4).

Local Goal(s):
Expected Outcome(s):
Data Source(s):

D. Program Design (30 Points) - In this section, applicants will provide a detailed description of their proposed comprehensive literacy plan. This plan should provide an overview of the activities that will be implemented to support the achievement of the program’s goals as outlined in the previous section.

1. **Goals and Objectives:** – Include the results of the school’s comprehensive needs assessment to identify measurable project objectives for the SRCL subgrant. The school’s goals should align to the SRCL project objectives and GPRA performance measures defined within this document.
2. **Program Activities** – The activities included in the program design should address the local needs identified in the Statement of Need and align with the SRCL project objectives as described in the previous section. Program activities should also address the goals of the SRCL grant, which are to:
 - engage families and communities to address the early language development needs of children to ensure success when transitioning from home to their schools;
 - improve coordination of services in tribal communities to ensure families have the support needed to address early language development needs of their children that will foster their success in schools;
 - strengthen transitions from primary education programs to grade 4 to ensure children can read to learn; and
 - strengthen transitions from elementary and middle school to high school to address the language and literacy and social and emotional learning needs of students to ensure their completion of high school to continue their success in post-school opportunities.

Note that SRCL programming activities should supplement the core literacy instruction.

SRCL Project Objective	Local School SRCL Goals	SRCL Program Activities	SRCL Program Resources (curriculum, interventions, software-must meet the moderate or strong evidence of effectiveness criteria)	Timeline of SRCL Program Implementation	SRCL Professional Development (must meet the moderate or strong evidence of effectiveness criteria)	Responsible Staff	Coordinated Services (early childhood providers, libraries, literacy centers, college/career partnerships)
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

E. Program Evaluation (10 Points) – SRCL programs are required to undertake evaluation efforts on a periodic basis.

SRCL subgrantees are expected to submit the following reports:

1. Federal Data Collection System
2. Student Achievement Data
3. Logic Model
4. Local Literacy Plan
5. Detailed Budget Expenditure Reports
6. Evaluation Report

In this section, applicants will describe how they plan to comply with local and federal reporting requirements to support program evaluation.

a) How will the SRCL program coordinate with the core literacy curricula to ensure that the program has access to relevant data it needs to comply with the reporting requirements stated above?

(20,000 Characters)

b) Using data from the required reports and working with the school leaders (administrators, literacy specialists, literacy coaches, leadership team members, content experts) describe the continuous improvement process the program will implement to refine, improve, and strengthen the SRCL program. The description should include answers to the following questions:

- What data will be collected?
- How often will data be collected and analyzed?
- Who will be involved in collecting and analyzing the data?
- What diagnostic assessments will be administered to students at each grade level?
- How will the multi-tiered system of support (MTSS) be monitored during program implementation?
- How will the school assess and monitor the successful implementation of the program?
- How will evaluation results be translated into programmatic changes?
- How will stakeholders be informed of the program results?

SRCL Project Objective	Local School SRCL Goals	SRCL Program Activities	SRCL Program Activity Evaluation	SRCL Program Resources (curriculum, interventions, software-must meet the moderate or strong evidence of effectiveness criteria)	Timeline of SRCL Program Implementation	Responsible Staff	Coordinated Services (early childhood providers, libraries, literacy centers, college/career partnerships)
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

	enter text.	to enter text.					
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

F. Sustainability Plan (10 Points) –This section should include a sustainability plan for the project including evidence of how existing resources will be braided to continue proposed literacy program strategies and/or staff. The narrative should include evidence of how the subgrantee will ensure that other funds are supporting the local literacy plan.

(20,000 Characters)

Part IV – Budget Spreadsheet/Narrative (20 Points) – Provide a thorough explanation of costs for the line items listed which must be reflected in the amounts entered into the spreadsheet and aligned to the comprehensive literacy grant application requirements. Please refer to allowable costs located within this application.

Striving Readers Comprehensive Literacy Grant Budget School Year 2019-2020			
YEAR ONE ALLOCATION			
TOTAL GRANT YEARLY AWARD REQUESTED			
Budget Line Items	Before School	After School	Summer School
Personnel Services			
Employee Benefits			
Travel/Professional Development			
Family Engagement			
Materials and Supplies			
Equipment			
Purchased Services			
SUB-TOTAL			
GRAND TOTAL (this should equal your grant yearly award requested)			

Budget Line Item	Sub-Total:
------------------	------------

Personnel Services:

Employee Benefits:

Travel/Professional Development:

Family Engagement:

Materials and Supplies:

Equipment:

Purchased Services:

Budget Definitions:

- Personnel Services (2 C.F.R. §200.430): Costs incurred for employees to meet the goals and objectives of program operations.
- Employee Benefits (2 C.F.R. §200.431): Cost incurred that supplement an employee's salary such as health insurance, retirement, PERSI, and so forth.
- Travel/Professional Development (2 C.F.R. §200.474): Costs incurred for employees to participate in training, professional development, and conferences. Costs may include travel, per diem, lodging, registration fees, conferences (2 C.F.R. §200.432), and other such costs.
- Supplies (2 C.F.R. §200.94): All tangible personal property other than those described in equipment and/or a computing device is a supply if the acquisition cost is less than \$250.
- Equipment (2 C.F.R. §200.33 and 2 C.F.R. §200.313): All (1) tangible personal property having a useful life of more than one year and (2) a per-unit acquisition cost which equals or exceeds \$250. Computing devices are classified as equipment. Costs incurred for equipment must be used to carry out program operations are allowable if directly connected to the program objectives and design.
- Purchased Services: Costs incurred when purchasing a service, which includes contracts (2 C.F.R. §200.22 – a legal instrument by which the sub-grantee purchases property or services needed to carry out the program).

Allowable Expenses: All expenses should follow Statutory Requirements outlined in *Elementary and Secondary Education Act*, Sec. 4205(a) - Authorized Activities. All costs must be **reasonable and necessary** to carry out the program's goals and objectives; allocable; properly documented; consistent with the grant program; not used for cost-sharing or match; and legal under Federal law. SRCL program funds can be used to supplement, but in no case supplant, Federal, State, local funds or other non-federal funds.

Salaries:

- Partial salary for SRCL project director/literacy leader
- Partial salary for literacy interventionist or reading specialist/coach
- Salaries for personnel for before/after or summer programs
- Stipends for extended time for tutoring
- Substitute pay and/or stipends for professional development
- Stipends for after school and/or summer professional development during non-contract time

Employee Benefits:

- Partial employee fringe benefits for SRCL project director/literacy leaders
- Employee fringe benefits for SRCL staff including tutors, extended learning staff, non-contract professional development training and substitute teachers
- Tuition reimbursement for key personnel to receive reading endorsement/certification, with exceptions

Purchased Professional and Technical Services:

- Consultant/vendor services for professional development or other related activities consistent with the local literacy plan to effectively implement SRCL project activities

Purchased Property Services:

- Repairs and maintenance of equipment purchased with SRCL funds

Other Purchased Services:

- Site license for data management, iPad applications, eBooks, eReaders, etc. purchased with SRCL funds
- In-state travel, mileage, registration fees to attend literacy training, conferences, and workshops
- Out-of-state travel to attend literacy meetings or conferences

Supplies:

- Materials and supplies needed to support the Common Core standards aligned curriculum and consistent reading program within a school, including library materials
- Assessments required for SRCL implementation
- Library books
- Supplemental reading intervention program materials aligned to the Common Core standards and meet moderate or strong evidence of effectiveness
- Family literacy, parent outreach, and training materials to support literacy improvement
- Office supplies for SRCL staff
- Professional development materials for teachers, administrators, and SRCL staff, including books for book studies and other literacy-related publications
- Access to, and participation in, electronic networks for materials, training, and communication (e.g. platforms, such as Blackboard)

SRCL Unallowable Expenses (Not an exhaustive list):

- Furniture for office use
- Salaries and benefits of classroom teachers and clerical/secretarial staff
- Pre-award costs
- Entertainment, refreshments, snacks, alcohol
- Field trips or retreats
- Promotional or marketing items
- Decorative items
- Land or building acquisition
- Construction costs or renovations/remodeling costs
- Gifts or incentives
- Fundraising costs
- Dues to organizations, federations, or societies for personal benefit
- Technology that is not supported by the proposed evidence-based literacy plan
- Student services such as AP testing fees, concurrent enrollment fees and books, or other direct student services
- Convocation/graduation costs